

THE FILIPINO TEACHER

Vol. II

October, 1908

No. 4



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VOL. II

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No. 4

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EDITORIAL

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A REGRET



Much has already been said in regard to our present Municipal governments. Scarcely a day passes when one does not see in the columns of our daily newspapers favorable account of some doings of our Municipalities. To the casual observer it may seem as though there is nothing more in our municipal administration that needs further attention on the part of the Municipal Councils.

Far from denying the fact that our Municipal officers are doing their duties in an admirable manner, we are among those who can not but praise them for their commendable services. However, compelled by a moral obligation, we desire to respectfully call their attention to one thing, and that is, their attitude toward that modest but hard-working

individual,—the municipal teacher and his salary.

Dr. David P. Basrows, Director of Education, during his last inspection trip to the schools of the southern Islands, could not help but notice how inadequately municipal teachers are paid by the municipalities. On reaching Manila, he expressed the opinion that there is necessity on the part of those municipalities of increasing the salaries of their municipal teachers for the good of the service.

What is true of many of the Municipalities of the southern Islands is also true of many of our Municipalities of Luzon and elsewhere. This is not the first time "The Filipino Teacher" raised its voice, to talk of this matter, but we regret to say that the

proper authorities have acted the part of those who, having eyes, see not, and having ears, hear not. Yesterday it was we who asked that municipal teachers be granted better salaries, now it is Dr. Barrows who sees the necessity of it. We ask, what are our Municipal Councils going to do about it?

If it is true that the intellectual advancement of a nation can be used as a barometer with which to ascertain the degree of civilization that the nation has attained; if it is true that intellectual progress comes largely from the schoolhouse-door; if it is true that the school-children are the hopes of a country, then we are at a loss to understand why many of our municipalities recompense the faithful services of their teachers with such salaries as they now pay. Is it due to lack of funds? This excuse could have had weight were it not for the fact that other municipal officers of less work and responsibility get more than the municipal teacher. We do not want to deal with numbers, for compar-

isons though true are odious.

Do our Municipalities ignore that under the circumstances now existing, teachers who have already experience in the work, lose spirit and finally quit the service? Can not our Municipalities realize the cold fact that in this constant change of teachers it is the community that remains the loser? Do we need to say that the present state of things is detrimental to the good of the country? Let our proper authorities meditate on this while we ask: "What are they going to do about it?"

* * *

A WORD TO OUR READERS.

We desire to respectfully call the attention of our many subscribers to the advertisements appearing in this paper. They are from reliable business men of this City, and we are sure that if you will just give them a trial they will *not* fail to satisfy you in every detail. In answering to advertisements please mention THE FILIPINO TEACHER.

WHO ARE THE PATRIOTS

It would be a trite to attempt here to define the word patriotism; it must be said, however, that patriotism is innate in man. The term is much used, and often misused; it is extravagantly believed by even the so-called leaders that patriotism can only be shown by taking a prominent part in the governmental affairs of the nation. The true conception of the term implies service to one's own country in any proper way; Administration is only one of the different conditions under which a nation exists; and the true patriots are those that are able to develop these different conditions.

The complexity of the organism of our society demands division of labor resulting in the perfection of whatever work is undertaken. The individual who would serve his country should, by wise preparation, devote his energy in that particular kind of work in which he is most fitted. There was a time in the Philippines and that time has not passed yet-when the study of Law was the rage. This profession demands a character, which, if not found in the individual seeking to practice it, is not only undesirable but dangerous. Our country can be better benefitted by the service of an excellent ditch digger than by that of a poor lawyer; this is applicable to any other pro-

fession. Success in the selection of a career means success in an efficient service.

The sense of patriotism can be developed as the brain of a child. The citizen who, while in school has been trained to think that each and every individual has certain task to perform every day, and failure to do this would make the world not complete that day, is the proper stuff. And while we are trying to find out what really our daily tasks are, a question hard to answer, is certainly our duty to do something. Indolent persons are just as bad as parasites which live on the lives of other creatures. But it is not enough that we perform a task daily; in our efforts we should be a determining influence in the progress of society at large; no matter how insignificant we may seem, we can give forth a push with a spirit of genuine cooperation with our fellow countrymen. Rizal had invented a significant phrase from which we may well learn a good lesson. "Cruzarse de brazos" he had called the attitude of people who would let things go their own natural course without any attempt toward amelioration. The society in which we live, being an organism, is subject to the same disease as we are; the disease is contagious and needs immediate cura-

The true patriots are those that can doctor social diseases; and it is the duty of every individual to be pure himself and help cure any malady found.

There is a principle in Political Economy expressed in these terms: To live in the future. There are many reasons why people ought to be thrifty but one of them is this; to accumulate wealth for future use. Man does not, and should not live for the present and for himself alone; if he does he is not a desirable citizen. Altruism is now the guidance in our social life; it is love to the whole society and sacrifice of the self; it is giving up of individual and immediate gain for the benefit of the greater number in a more lasting time. He who is altruistic in his dealing with others in his every day life is just as good a patriot as the one who happens to be in the Legislature, and certainly a far better citizen than the political leader who seeks but personal fame at the expense of the common people.

Do not be deceived that only the talented can be patriots; patriotism is an instinct of man; we by nature love our own country; The hard thing is how to make our ideals real. Genius, it is true, have always been upheld to be the greatest patriots if their talents have been directed to the right direction. The only difference between them and the common people is the fact that they have been able to realize their ideals in a higher degree. But these are in the extreme minority and their works onwards drag along if the majority does not do his part. The performance of our duty, and efficient service to others and thereby serving ourselves, are; I think, the goal toward which all of us should aim to reach.

ANTONIO NERA.

The Bystanders—What are you taking off your hat for?

The man at the 'phone—I'm talking to a lady, blame you.

A STRAIGHT TALK....

Are you a professional teacher? Have you made up your mind to teach all your life? Is it the result of a well sounded determination? You can not answer. You hesitate. Oh! I see that you do not seem to enjoy the work. But why remain so long? If you do not aim to become real teacher, an ideal one; if it is not your plan to take teaching as a profession, then it is the better for you to quit and leave your position at once and follow what your ambition leads you. Remaining at your work without the least love for it, without enjoying it, and perfectly aimless, will be wasting time, will be darkening your future. And yet you will say that time is gold, and that

your future will show what you have made up of in life, will be the whole, the summary of all your achievements.

But if on the other hand you seriously take the teaching profession because it is your ideal, because you believe it to be the most sacred of all chosen professions, then, I withdraw all that I have told. But, **WHAT MUST I DO TO BECOME A PROFESSIONAL TEACHER?** Perhaps you would ask yourself, To that I will give you the briefest answer: **GIVE YOURSELF UP ENTIRELY TO TEACHING.** Yes, you must take those six words for your answer. They say a great deal, for as you know that if one devotes entirely his whole time, his whole life to his business, that means that he loves the work, does it patiently and constantly, and strives for its greater perfection. It is by this only spirit, the only mirror from which we may get the real reflection of the professional teacher, the most difficult of all professions.

But still love of the work alone is not enough. Very often a farmer wants to plant his field, but can not do it because the rain has not come yet. The rain might have fallen yet can not do anything because his plow was broken, perhaps his carabao was lost, the seeds were destroyed and so on. What is true to farmer so is to teacher. What tools are to farmer so education is to teacher. A teacher acts upon mind continuously. He pours his knowledge to his pupils continually. He nourishes their souls. And to be able to maintain this fountain alive, it is certainly necessary, absolutely necessary for him to gather all that he can, to know always more than what he expects or is expected for his pupils to learn. Therefore, an ideal teacher, he who handles teaching as a profession, should not be remaining at a standstill in education. He should not close his eyes and ears, to turn side of the path of his improvements. He should not be satisfied with himself, content of what he has, if he attains success. He should be ambitious. He should be convinced and bear in mind that he will stay behind if he does not make his business his study, if he let go all opportunities, all aids that come within his reach. What would you call a teacher who attends the Afternoon Normal Institute every afternoon but would not take the pain of bringing his book and does not make much of it? What would you call the teacher who ask to be demoted to a lower grade simply because he or she does not like to dig up and learns a new subject, unwilling to take something that is new? What are the teachers so are the pupils. If the teacher is ambitionless so are the pupils. How can such a teacher stir up and awake the enthusiasm of the pupils if she or he himself is ambitionless? It is time to consider this. Let us prepare our tools earlier or else fall to a harder struggle in the future. Let us be moving, let us be ambitious. Let us love our work and strive con-

family for a greater perfection in it, and then, there will be a time when we could elevate the office of teaching from the mere calling to the noblest profession among men.—Remember that there is a wide room at the top for the ambitious.

ENTHUSIASM.

Necessity of Giving Talks on Hygiene in the Primary Schools of the Philippines

The study of hygiene should be more or less urgent according to the condition of the country in which the pupil lives.

In cold countries there are few things which sicken the people; while in the Philippines, a tropical region, there are many, and the teaching of this subject should be begun in the primary school. Moreover, the short pecuniary means of some Filipino parents debar their children from reaching the seventh grade, in which hygiene is taught as prescribed in the present course of study.

As a matter-of-fact the archipelago is the home of certain fevers, of small pox, of consumption, of cholera, and of other diseases.

To escape the sufferings that afford, and to prevent the loss of lives that they occasion it is necessary that the parents should give their children hygienic instructions as possible. But experience has proved that many of the former do not always succeed in keeping the latter healthy.

To achieve a constant success the teacher must participate in the parents' endeavors in order that the children may be able to preserve and always enjoy good health. Without it, they can hardly do their studying, and if they are really sick they are deprived of pleasure and their lives are risked.

The children should be instructed that a good appearance is necessary, and to discriminate between cleanliness and filthiness. They should understand that a good appearance does not require them to dress themselves luxuriantly but ordinarily; that neat clothing protects them in some respects from being ill.

The hair, being a visible part of the head, partly constitutes the appearance of a person, and consequently its washing and combing are to be demanded.

It is a fact that some Filipino children walk

Magistrate (sternly)—Didn't I tell you the last time you were here I never wanted you to come before me again?

Prisoner: Yes, sir; but I couldn't make the policeman believe it.—Tit-Bits.

barefooted. So the use of shoes or slippers must be encouraged.

Whenever food is touched with the fingers the nails also come in contact with it. Hence, the teacher ought to insist upon compelling the pupils to cut and clean them properly.

Many children's teeth decay because of their negligence. Without good teeth various kinds of food can not be well masticated, and by not doing so they will suffer from indigestion. Therefore steps should be taken persuading them to brush and pick them frequently.

Instruction concerning other parts of the body eating, drinking and bathing are also of great use to the pupils if the enthusiastic teachers will regard them as worth accomplishing.

Lastly, cholera and consumption ought to be taken up as a serious matters on account of the terrible number of deaths that they cause.

In speaking of the prevention of consumption do explain the disadvantages of sleeping of many persons in a small closed room, and the care that must be taken to avoid its infection.

In taking up the prevention of cholera to convince the pupils that the existence of its germs is real and not imaginary, and that the following of the directions of the Bureau or Board of Health, of which they must have a thorough understanding, will aid them a great deal in preventing the spread of this tremendous disease.

E. GERVASIO.

Malate School.

Sept. 21, 1908.

A traveler was once asked:—How do you like Boston? Is it a unique town?

Traveler—It is, if I know what that word means. (Upon being explained the meaning of the word "unique", the traveler said:

"O yes, Boston is unique alright.")

E. O. Calvin

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Philippine Teachers' Association



EXECUTIVE BOARD

Owing to the resignation of Mr. Emilio Pestafio as Manager of THE FILIPINO TEACHER, which was regretfully accepted by the Executive Board, this journal will now be under the direct management of the Executive Board of the Association. Our Post Office address remains the same, P. O. Box 1090 Manila, but our business office is now at no. 362 Azcarraga Street, Tondo.

Regarding Mr. Pestafio's resignation, the General Secretary in his letter to him, expressed the gratitude of the Association for the efficient manner in which he has handled the difficult work of managing the paper, and at the same time expressed to him the hope that he will continue showing the paper that spirit of cooperation which has always characterized him.

COMMITTEE OF MANILA

The first monthly meeting of the new Board of Directors of the Committee of Manila took place in one of the first days of this month. After calling the meeting to order, the President declared to the officers the policy of administration that he will follow during his term of office. He also recommended the obedience of the duties of the respective officers of the Board of Directors, and then the following business were treated:

(a) The appointment of each Director in order to look after the work of each of the different Committees of the Interior. It was decided that:

The President Mr. L. R. Gonzalez should look after the work of the Committee on Writers.

The Vice-President should look after the work of the Committee on Theatrical Show.

The Secretary after the work of the Committee on Personal Property.

The Vice-Secretary after the work of the Committee on Propaganda.

The Treasurer after the work of the Committee on Decoration.

DIRECTORS

Mr. Teotimo D. Castillo - Committee on Flag.

Miss Luz Aycardo - Committee on Library.

Mr. Justo Juliano - Committee on Entertainment.

„ Cayetano Ligot - Committee on Badge.

„ Timoteo Faustino - Committee on Investigation.

[b] The appointment of Mr. T. Castillo and Mr. Gregorio Villa to investigate the petition of Mrs. Victoria S. Sanchez and Mrs. Praxedes Sanchez, [members of the Association] to be granted the privilege of Article VIII of the Constitution.

[c] Communication of the President on the necessity of having new books for the use of the Secretary and the Treasurer, in which to note the work of the Committee of Manila for 1908-1909.

[d] Communication of the President regarding the circulars received from the Executive Board.

[e] Adoption of a resolution specifying the rights and duties of all organized Committees of the Interior.

Interest and enthusiasm among all present reigned throughout the meeting from start to finish.

COMMITTEE OF BULAKAN

The present Provincial Board of Directors of the Committee of Bulacan is as follows:

Mr. Escolastico Gatmaitan [Insular Teacher]-President.

„ Joaquin Pleno [Municipal Teacher]-Vice-President.

„ Gregorio Ramirez [Ex-government Student] Secretary.

Miss Soledad Airan [Normal School Graduate]-Vice-Secretary.

Mr. Meliton Cruz [Insular Teacher]-Treasurer.



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MANILA, P. I.

The election of new officers of the Provincial Board of Directors will be held sometime in November when, owing to the Normal Institute, the teachers of the province will be found at Malolos.

—Owing to the recent death of Mr. Eulogio Oriel, a municipal teacher of Meycawayan, and who used to be active member of the P. T. A., the Provincial Board of Directors opened a voluntary contribution among the teachers of the Province for the benefit of his family.

COMMITTEE OF PAMPANGA.

"Two of the officers of the Provincial Committee elected last May were sent to the Normal School to study and the Board therefore is unable to do business."

"A reorganization is taking place now. I began the work by first organizing local Committees. At present there are already nine local Committees organized. The work carried out by the Delegates appointed to organize said committees was very satisfactory."

"The election for the new officers of this Provincial Committee will take place as soon as the Normal Institute begins."

The above is an extract from a communication received by the General Secretary of the Executive Board from Mr. Francisco de Mesa, President of the Provincial Committee of Pampanga.

We heartily congratulate all the officers and members of the P. T. A. of Pampanga specially Mr. De Mesa to whose never-fading energy and enthusiasm is due the existence of this Association.

ENCOURAGING WORDS FROM LEYTE.

Mr. Ceferino P. Pil, a teacher of Hindang, Leyte, in his letter to the General Secretary of the Executive Board regarding the Philippine Teachers' Association says in part:

"I shall venture to tell you that am very much interested in this Association, and I will not only help in organizing a Provincial Committee in my

Province but will also render further services if needed."

Words alone will not suffice to express to Mr. Pil how much we appreciate the interest which he is taking in behalf of the ideals and principles of the Philippine Teachers' Association, which is the only one of its kind in the Philippines. We wish him all kinds of success in his undertakings.

The Character of Teacher (a Reprint,)

BY GEORGE HOWLAND, SUPT. CHICAGO SCHOOLS.

(Conclusion)

I remember lately to have read some complaint that we teach so much that is not needed in the counting-room; surely it is devoted to be hoped. There are, to my mind few sadder pictures than that of a thinking, reasoning being shut in, from youth to hoary age, to the requirements of the counting-room.

... from the cheerful ways of men.

- Cut off, and for the book of knowledge fair
Presented with a universal blank
Of Nature's works, to him expunged and raised

The condition of the old men, solemnly nursing their hoehandles on the city street, seems Elysian in comparison of such a one, perhaps, Wordsworth wrote:

*The multiplication table was his creed
His paternoster and his decalogue;
For in a close and dusty counting-house
He had so smoke-dried and seared and shriveled up
His heart, that when the dirt shall now
Be shoveled on him, 'twill still be dust to dust.*

But most of all do we need to get rid of the paltriness, the littleness, the petty tyranny, the false and easily offended dignity, that still lurk and linger in the dusty corners of our system. We desire that the mention of school and teacher should suggest something other than strap and rattan and ruler; that some other question should be found to ask our returning pupils at nightfall than "How many times



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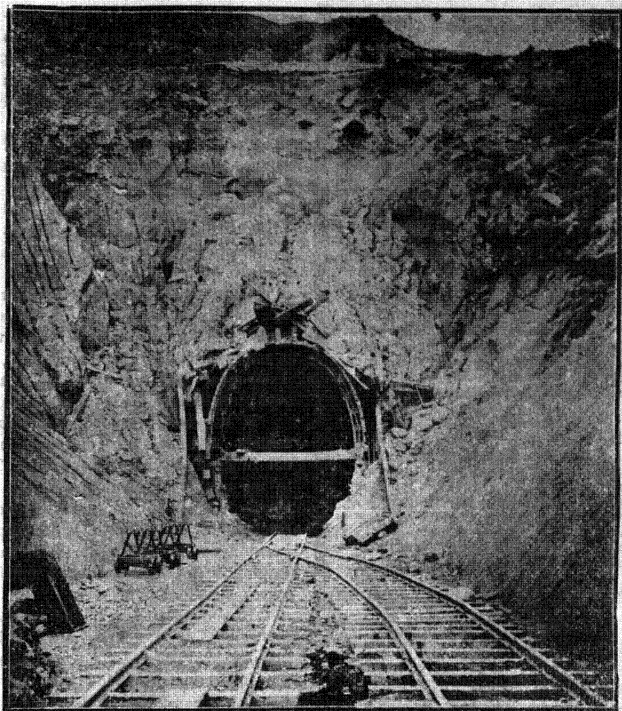
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MANILA, P. I.

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have you been pinched or beaten to-day?" We want our teachers—men and women—too big, too manly, too womanly to be able to be insulted by any child intrusted to his or her care—too much in sympathy with the child-nature to see a design in every error, a covert crime in every unmeaning glance; and we want our pupils so confident of the good-will and calm, just discrimination of the teacher as to honestly and frankly come and report any accidental wrong-doing without fear or dread.

I wish I had the gift of speech that would enable me to express my thought, to give clear voice to the feeling that comes over me in the still, small hours, when thought can range unbinded by the cares and annoyances of the outer world.

Think of yourselves at the call and beck of the parent who could take his little boy or girl up to the public whipping-post to be flogged by a hired baster, and him or her to be found in the free school and there intrusted with the tenderest and most delicate interests of life!

Believe me, my fellow-teachers, our schools will be mentioned with scorn and our names spoken with contempt till we cast aside this relic of a by-gone age, and cease to be the sole representatives of a debased and degrading barbarism.

I was glad at our last school anniversary to be able to congratulate teachers and pupils that there was one school-building in this city where, for a quarter of a century, the work of instruction had gone on, like the building of Solomon's temple, with never the sound of blows within its walls.

A recent number of the "Journal of Education" cites of those so considered extreme cases, where the writer would "like the privilege of resorting to physical sanction". "A rough hulking-fellow," it goes on to say, "down on Cape Cod, in answer to a mild reproof from his teacher, a nice, lady-like girl, said, 'I'd punch yer head for ye, if ye weren't a woman.'" And he, of course, should be whanged and pounded? We would show him, then, that our self-respect, aided by a greater

Courtesy of Far Eastern Review

IN MEMORY OF MRS. PEARL B. CARTER

Whereas, Death having called from our midst a friend and teacher, Mrs. Pearl B. Carter, a former principal in the Manila City schools and a teacher in the Manila High School since its organization, one who has been esteemed both by teachers and pupils, whose departure is felt to be a great loss to the school and a bereavement to all;

Therefore be it resolved that we, the teachers of the Manila High School, express our heartfelt sorrow over the loss of our fellow-teacher and our appreciation of her faithful work while with us and that we extend to her husband and family our sincere sympathy.

Be it further resolved that these resolutions be sent to her husband and a copy be furnished for each of the following: Mrs. Carter's home paper, one local paper, Philippine Education, The Philippine Teacher, and the permanent records of the Manila High School.

Signed.

W. J. Colbert

Principal

William B. Burt

Jno. A. Christensen

George M. Egan

Manuel Gaytero

Sadie C. Garrett

Anna Kirtland

J. E. Kirtland

Alice M. Miller

Charlotte E. Neale

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Shirley E. Roberts

Carrie M. Ledyard

Edgar M. Ledyard

maturity of thought and judgment, could not restrain us from doing the self-same act from which he had been withheld by respect for another.

If he had been sent to me, I would rather have said in effect; "My young friend. I am glad to learn that you stand one of the truest tests of manliness. No man is to be despaired of so long as he preserves a true respect for woman. But that is not the way to speak to a lady. She isn't a fish woman. If I were you, when I found an opportunity, I would tell her that, in my anger, I had done what I was ashamed of when I thought of it—not unless you want to; but I fancy you'd feel yourself twice the man after it. Come and see me again within a day or two".

One of our most experienced and successful teachers, asked me, not long since, if I remembered such and such a one, who used to be in school. I was forced to admit very distinct recollections of them.

"But we have had no such cases", said he "of late years; and, do you know," he continued, with more than his wonted tenderness—"do you know that I often think I should have had no trouble with them if I had known anything?" in which opinion I was forced also to acquiesce.

The work of education is to enkindle and instruct, not merely to quench and repress; yet how confidently, in answer to my some time suggestion that such a

teacher is not specially successful, comes the quick reply, "I do not know why ~~not~~—I keep them still" So, happily, would sleep or death, forsooth, for even ghosts tread softly and speak low; as in the young groves and bright meadows of spring-time, so in the school; we love the gentle murmur and rustle of "the green things growing."

Do not misunderstand me. I believe in the advantage—the necessity—of quiet order as thoroughly as any one; but when the whole force of the teacher is expended in the perpetual endeavor to hush and suppressed the indirected activities of the school-room, I feel that she has not been "put where she can do the most good".

It may not indicate any lack of intelligent that one is not successful in school, more than the inability to sing or play the violin would do so. There is many and many, "a nice girl", on and off of Cape Cod, who can not wisely keep a school of hulking boys; but there are enough who can.

It has been a much-mooted question, of late, with writers and speakers on education, "How shall we obtain good teachers for our schools?" It does not seem to me a difficult conundrum. It is much like Horace Greeley's "way to resume". If we do not have good teachers in our schools, it is simply because—no, not because we do not want them, but because we do not employ them; consciously or unconsciously we allow other motives to influence us.

How it may be in the smaller towns I do not know, but, in the larger ones, I believe we can have just as good teachers as we choose. The bright men, the intelligent men, the able, the earnest men do not, by any means, all go into the professions and trade of choice. Even with the present inadequate pay, there are good teachers enough—lovers of the work—to fill our positions.

But to throw off some of the old traditions, or rather the old associations, which still cling to our names and to our work, is a task in which the best lover of them all will find a field for his most earnest endeavor.

There have been, as it seems to me, two grand impulses given to education in this country.

The first came from the life and labors of Horace Mann, those intense enthusiasm and burning words stirred the heart of New England, as had never been done before, to the important of universal education, the need of more systematic methods, and the necessity for educated and carefully trained teachers.

I have tried to recall an extract from a Fourth-of-July oration of his before the authorities of Boston, which I learned when a pupil in school, though I have not seen it since.

"For, in the name of the living God", he says "it must be proclaimed that superstition shall be the religion, that licentiousness shall be the liberty, and

that anarchy shall be the law of that people which neglects the education of its children".

The second grand impulse, wholly unlike the first, but no less valuable in its place, came, I think, from the reading of "Tom Brown at Rugby".

It was said by one of Dr. Arnold's friends that, if he should be elected head-master at Rugby, he would change the face of education in England.

However that may have been, his influence, through "Tom Brown", if it has not changed the face, has gone far to work out a change of heart in the better schools of these Northern States.

We may have learned elsewhere of the life and work of Arnold—his character, his methods, his reforms. But "Tom Brown," passing into the hands of young and old, gave an insight into the real spirit and power of the man, as seen and interpreted by the author, with a delicacy of sentiment and a nobleness of feeling which most of us, I fear, would not, unaided, have seen so clearly in the doctor himself.

This is one of the few cases, we suspect, in which the translation does full justice to the original.

This spirit of manliness, so largely pervading our better schools, had its origin, we think, in a good degree in "Tom Brown at Rugby", with which many of our own citizens are, doubtless, more familiar than with our schools in Chicago. And if some of those who, from time to time, call loudly for reform, were as well acquainted with the inner life of some of our schools as with that of the great schools of England,

they would find that we have not only "outgrown our own bragging", but have lost some of their ideal reforms a whole decade behind us.

It is, then, no new principles that we are urging. The deep conviction, the change of heart, have already begun. We should not strive for that inner growth which shall find expression in a fuller, completer life.

The coming generation, that is to make or unmake our city, our State, and our country, is already filling the air with its prattle, its laughter, its cries.

Some of them even now, through neglect, are stumbling and falling in the ways of ignorance and crime; some straying, uncared for, into the haunts of vice and misery; the larger and better portion, let us hope, with fresh hearts and bright faces, timidly, gleefully, hopefully advancing, singly and in groups, to the school-house.

Society is waiting, calling earnestly, anxiously for men and women of broader culture and nobler nature—men and women of quick intelligence, of enlightened understanding, of large heart and generous impulse, to take these little ones by the hand and lead them into the pleasant ways of wisdom, virtue, usefulness, and happiness.

It remains to be seen how many of us will step forward in sympathy with this call of the age, with a ready, a hearty "Ay, ay, sirs!"

P. R. A.

Youth looks toward fame's glittering roll; sedate old age considers the pay roll.

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PLAZA GOITI.

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LITERARY PAGES

"THE DYING FLOWER"

To Miss M. Morales and Miss M. Roxas, this heartfelt narration is sincerely dedicated.

A picturesque romantic cottage stood not far from the sea-side. It was a quiet and poetical place: quiet because it was far from the noisy city: poetical because it was surrounded by hundreds of tropical blooming flowers exhaling in the atmosphere varieties of sweet fragrance. In that lovely place hidden from the sight of men one seemed to be transported into an unknown world.

In the cottage was a young girl who was glancing with pensive eyes far off where the radiant sun was spreading its last golden rays behind a range of purple mountains. She cast her last look on that tropical sun, perhaps she would never see it set again, for she was fading like those tinted clouds hanging on the western skies. She was young and fair yet her face was pale for she was suffering a terrible disease which was consuming her body gradually. Her melancholic eyes resembled two twinkling stars fading away. Her brownish complexion, pallid lips, small pearl white teeth and her black hair falling in long waves on her back shows that she was a genuine tagalog type, born in the "Pearl of the Orient Sea" as the immortal Rizal called the Philippine Islands in his "Last Thought". Had you ever met her you would dream of her while you live. Had Luna seen her, he would have immortalized her in his canvas.

She looked at the sun once more, for the last time and uttered in a tone of admiration. "How beautiful the sun looks when he hides his smiling face behind those mountains. How the brightness in him fades. Do not hide your face so soon, I may not set my eyes on you again".

A violent cough interrupted her interesting conversation with the sinking ball. She placed her handkerchief in her mouth ... blood! ... she uttered, — yes, a stain of blood! ... She fainted on the window. She closed her eyes and uttered in a low moan something that was pathetic, something pitiful.

It was night when she opened her languid eyes. The sun was gone: it was dark. At that very moment a church bell was tolling "Ave Maria". Nothing more was heard but the rustling of the banana leaves. A

soft breeze mingled with a sweet odor, was kissing her pallid face. Her weary eyes were seeking for something to mitigate the pain that was torturing her. She breathed slowly and deeply and murmured in a whisper with the eyes fixed on the very heavens. "Oh! Almighty God let me live a little longer, I pray thee... I know I am vanishing like those clouds... I know that I am dying; but before I closed my eyes forever, I must see him, and feel his burning lips touch my lifeless and colorless ones... And then, oh and then... I will be contented to die..." She walked slowly to give repose to her sick and delicate body. Her ghastly figure walking thru those gloomy rooms resembled the young princess walking in the solitary mansions of Irving's Alhambra.

"I must see him, dear aunt. Did you send for him?... said the faint voice, as her delicate body was reclining in the bosom of her bed. Her innocent head was hidden amidst pillows and blankets. Her face resembles one of those Rafael's Angel Faces. Before her stood a sanctuary with a pair of lighted tapers and a silver image gazing kindly, firmly and silently at her. "Be brave my dear child. Said the trembling voice of her aunt. "Do you not see the Virgin Pilarica? She is looking at you.... Let us pray to her and ask her to lengthen your life..... She will have mercy on you I am sure". There was a moment's silence. It was extremely solemn to see those two souls kneeling down by an altar, murmuring prayers to that fountain of all goodness and merciful Virgin Mary, the mother of God by whose side this dying girl will soon be. Her life was gradually and quietly ebbing.....

She broke the silence and uttered her last mournful words to her aunt. "Dear Aunt I must go... Pilarica calls me..... You have been so good to me; pray pardon all the troubles I have caused you to suffer..... There I will join my mother in paradise..... Do not forget to tell him that though, I lie in my grave cold and mute, yet I will love him... If he ever happens to see a bird singing or a butterfly flying to and fro over my grave..... tell him it is my soul that chants for our love.... our eternal love..... She closed her weary eyes in the plenitude of her life.....

VICENTE GONZALEZ,
Trozo Primary School.

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Before A Book

• Full of gladness I feel
As I see the melodious lays,
It inspires in this heart
That's well robb'd of all sorrows and galls,
As I read all the accents,
And the well arrang'd tunes of the rhymes
Nothing more it reminds
But the days that had gone for a time,
I sometimes do admire,
And esteem how all knowledge are born
How these poets breath the sense
Breath the feeling of weal-lovers shown.

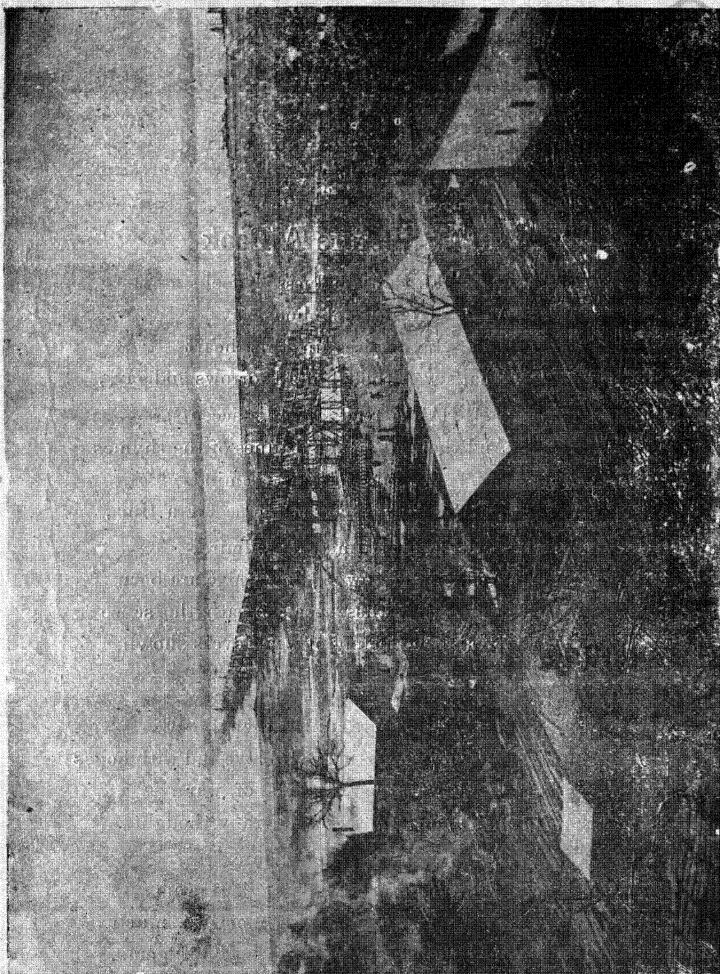
I admire until then
All their songs tinge with love and with hopes
All their ballads of war
With much hate of all tyranny thoughts.

I admire and adore
All their lyre and elegiac poems
They all please me with much
More delight as the beauty of gems.

All that's beauty and good .
All that's pleasing and belle a a girls
All that's virtuous and kind
Ah! I love with a heart that's not cruel.

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THE TEAR OF LOVE

THE MIGHTIEST FORCE IN THE WORLD
IS THE SILENT FORCE OF LOVE

I

O. S. W.

To the Joy of my Thoughts.

Evening comes. The sun, that everlasting fountain of light, has almost completed its daily journey. It

is now about to hide itself behind the limits of the western horizon. As the eye is turned from the setting light, the landscape seems transformed into a world of alluring dreams—every thing is metamorphosed into gold by the magical touch of the sun's wand. The zephyr, laden with the fragrant breaths of the flowers and the sweet voices of the merry birds, softly treads over bushes and through trees murmuring sweet words of comfort and hope. That intangible dome of our planet is at this moment like a vast mirror catching

the glowing rays of the setting sun painting its clouds with various fantastical hues, transmuting the firmament into the very image of heaven in the regions unknown.

And this is the present scene, magnificent in its magnificence, sublime in its sublimity!

Is your mind perplexed at times dear reader?.... your soul drifted by the fickle gale of Life in shoals of worry and aches and misery? When it so happens (which may it never come!) tarry not even a moment dear friend, but seek a scene like this, and drink of its magical charm! Think of the glorious setting sun! the sky with all its adornments of clouds of various colors! the fragrant breeze which perfumes the atmosphere, the blooming flowers which scatter their sweet essence around adding a heavenly beauty to the landscape! the sweet twiterings of the merry birds filling the air with gladness: these and a thousand things besides are the charms of the evening. Nature itself with all its magical creations seems to breathe nothing but felicity, gladness! joy! bliss!!! Will Hope creep into your heart? will your soul be soothed?... Nay, you will feel the warmth of that celestial flame in every atom of your self: you will feel that Love, the fountain of all happiness, shall charge your being with its divine power making your heart a heart and your soul a soul!

This beautiful scene is not wasted in vain, for yonder youth who, before was a picture of sadness, is now a living image of happiness and hope. The evening metamorphoses him entirely: it fills his self with a fresh strength and vigor and enthusiasm! He draws his watch. He quickens his pace. Why? Wither is his port? Oh! he winds his way towards yonder brick-walled house roofed with tile bricks.

It is now dusk. Light and Darkness battle. Light is driven with the hiding sun. The work-worn plants rest at last. The chirpings and twiterings of the merry birds are gradually hushed as light flees. The gentle breeze wafts "ilang-ilang's" odorous perfume in the atmosphere. Darkness ephemerally reigns. Here and

there, far and near some solitary clouds, the dutiful stars, one by one, take their appointed posts to comfort and guide the travellers on their nocturnal ways. The moon majestically rises out from her silvery couch, driving Darkness under the trees, houses and grottoes. Higher and still higher she mounts the immense dome of the stars. Her lethargic light reigns over this face of the earth—Let us turn our eyes and follow the steps of that youth.

Nearer and nearer he approaches that quiet abode. After passing the lovely garden, where the sampagita and its companions bloom, he reaches the threshold. He is received very kindly, but, where is the warmth? Ah, 't is wanting. Coldly, reluctantly, and unwillingly the mother calls her daughter: "Helen!----- Helen!!!-----"

"Yes, mother?"

Where is Helen? She lingers in her room! She hides her blushes! Why?----- Oh! thou, subtle Love, how deep is thy indefinable secret!

Here she comes,—sweeter than any evening rose, —with reluctant steps, with downward eyes. There she meets her dear mother and----- ay, the passionate eyes of her worshiper,----- Alfred! Their eyes speak in language of Love. The mother leaves them alone in the sala [parlor.] She has many duties to attend to; she has confidence in the youth and trust in her lovely daughter.

What a transcendental moment is this for him. How his heart beats. In the silence of the moment he can hear its vehement voice! He can not speak a word. Why? Is he dumb?

He perspires. He does and can do nothing but gaze at her. Is he hypnotized? Oh, love: thou art like an envenomed sting which pierces the tender feeling of the heart and make it groan with hardships!

There they are, sitting, face to face, dumb, embarrassed, motionless!

At last, after some mighty efforts, the conversation begins. He, warmed by the vivid memory of the

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evening scene and encouraged by the now diffused odor of perfume of sampagita and ilang-ilang, interrupts the silence.

Alfred.....Your heart, Helen, is as unbending as your word! Oh, you can not be so cruel to my pains!

She answers not. Her eyes are fixed on yon white clouds thru which a star tries to penetrate. What does she think?

Her silence multiplies his pains. It martyrizes his bosom, the pangs of which echo in his soul.

Alfred..... How long shall I bear these miseries how long must I suffer amidst happy friends who seem to mock me of the anguish I try to hide beneath forced smiles! And all of these..... you are the cause and therefore in you also should I wait my happiness.

Helen..... I sometimes pity your hardships, but, what can I do? I have not the fault. I have told long that you can not wait of anything from me. I am not born to love perhaps.

A lie, the fairest lie that ever is said by a beautiful girl as Helen!

Alfred..... Helen, the fault is not in you, nor is it in me. It is on that blessed moment when Fate drew her magical curtain and showed me a picture—a never-can-be-forgotten image; the incarnation of Love; and that picture is you,—you, Helen.

And since that moment, I have learned to love, —yes, Helen, to love you and you alone. Perchance it is in vain for I am not worthy of you, You are rich and fair: I am son of poverty and have nothing to offer but my whole hand and heart, a poor heart, but a heart that shall ever be true to the last!

Silence.

Helen..... You are mistaken. Helen is not so low as you think she is. To me a man's wealth or worth is not what he has: it is what he *is*.

As swift as light, fearing that he has offended her, he speaks carressingly.

Alfred.... Forgive, Helen, forgive, if I am wrong. My sufferings are so great that at times words dart from my heart to the lips unconsciously. Can you pardon me? Are you vexed? I would sooner leave this blessed place than bring even a shadow of....

Helen..... Not at all, Alfred. I have nothing to forgive.

Her dark expressive eyes meet Alfred's. The answer echoes softly and sweetly in his heavy breast. Alfred meets her glance again.

The Month in Review

BACK WITH US AGAIN

—Dr. David P. Barrows, Director of Education is with us again. He has just returned from a tour of inspection of the schools of the southern Islands. During his inspection trip he visited the schools of Samar, Leyte, Cebu, Surigao and Oriental Negros. He also visited those of Dinagat, Siargao and Siquijor. Dr. Barrows found everything satisfactory. The only remark he has to make is that which concerns the salaries of Municipal teachers for in many cases, they get *as low a salary as P5 a month*.

ON THE WAY

—Mr. Frank R. White, Second Assistant Director, of Education, who is on leave of absence, is now in Europe on his way to the Philippines. He is expected to arrive next November.

MISCELLANEOUS

—Owing to the reappearance in Manila of the "Traveler of the Ganges", the authorities are using all the means to rid the people of it.

The City Schools are cooperating in their efforts to stamp out the disease. The "Manila Times" has the following to say about the work of the schools:

"Cholera circulars have been prepared by the Board of Health, printed in Tagalog, and distributed among the children in each of the public schools. The teachers are explaining the necessity of keeping the homes in a sanitary condition and the circulars are taken home and explained to the parents. One half hour each day is devoted to the instruction of sanitation. These health instructions are gone over and over each day so that the pupil will not forget them.

BATANGAS ITEMS

—Div. Supt. H. H. Buck of Batangas was an official caller in Manila in the early part of the month. He came on official business connected with the School of Arts and Trades, recently inaugurated in Lipa and Lemery.

—A sort of Provincial Exhibition will be held in Batangas in January. It will be known as "The Batangas Provincial Fair"

We can not for a moment doubt the importance of such an Exhibition to the material improvement of the province. We wish the people of Batangas all kinds of success.

—The Normal Institute for the Filipino Teachers of the province, opened on September 21 and will close October 30.

A PEEP OF BULACAN

—The Normal Institute will begin on November 16, at Malolos and will run for six weeks. About 150 teachers will attend this Institute. Nearly all

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of the Insular teachers will be kept in the Intermediates to continue their teaching work.

—Mr. José Catindig, Mr. Antonino Pineda and Miss Ambrosia Cortes were selected to scholarship under the provisions of Act 1657. The province expects from them the good success in their work for the benefit of the schools.

—Mr. Alejandro Catindig and Mr. Sarmiento were recently appointed Insular teachers, and assigned to San Miguel Intermediate and Bocaue Central School respectively.

—Miss Petra Baltazar, of Baliwag, Mr. Antonio Ligon, of Calumpit, and Mr. Nicolás Baltazar of San Miguel, received an increase in salary of P10 each since Sept. 1, 1908. We congratulate them for their promotions.

—Miss Esperanza de Guzman a popular municipal teacher of Paombong was recently married to Mr. Pastor Valencia, an employee of the Bureau of Public Lands. They received hearty congratulations from many of their friends.

—Mr. Eulalio Orial a municipal teacher of Meycauayan died of cholera, Sept 30, 1908. His death is a great loss to the Bureau, and in fact to the province.

—Miss Maria Cortes, a municipal teacher of Calumpit, and Mr. Felipe Aduna of the same were recently united in marriage. Many of their friends, specially Dormitory girls, were present at their wedding, and congratulated them.

—Mr. Benito Sunga, an ex-government student from the states was transferred from the Intermediate of Malolos to Hagonoy to do Supervising work in that district.

—Mr. Florentino Gabriel, a municipal teacher of Baliwag is candidate for chief of police for S. Miguel.

—Misses Ana H. del Pilar of Bulacan, Miguela Galicón of San Miguel, Manuela Reyes of Baliwag and Maria Pascual of Polo are reported to be among the best first grade teachers in the province. We congratulate them for their success.

—In the last celebration of Arbor day in Malolos High School Miss Miguela Baltazar, a fourth year in that School, was unanimously elected queen of Arbor Day. Her many friends gave her congratulations.

TIMONEL.

Malolos, Bulacan, P. I.

SCHOOL GOVERNMENT IN APALIT

How rich is the world to the worker, to the idler how poor! How beautiful is Miss Society to those who adore her, the ugliest she is to those who do not!

Miss Society is loved, she is adored by the students of the Apalit Intermediate School, they know her loftiest position on the communities, so they tried the best they could to have her with them and, in the course of time they succeeded.

In the second week of this school term by a continuous request of most of the students of the school, I have organized a society named "Apalit Intermediate Mutual Aid Society."

Compulsorily required by the article XI of the Constitution which is read: *The Society, after thirty days from the day of election of its first set of officers, shall, under the direction of its organizer, provide with a School-Code for the School Government of the Intermediate School. Provided that this code is made under the approval of the supervising teacher of the town; and, provided further that the parents of all the pupils and the president of the town agree with all regulations prescribed in the code.* On July 23, I submitted a school code to the society and it reads as follows:—

ACT. N.º 2

An act providing a School-Code for the school government of the Intermediate School of Apalit, Pampanga.

By authority of the Supervising Teacher, Mr. Thomas F. Jackson and the Principal Mrs. Nora M. Jackson, be it enacted by the "Apalit Intermediate Mutual Aid Society", that:—

SECTION I. School Divisions.

a The whole Intermediate School of Apalit is hereby, divided into five divisions to be known as 1st Div., 2d. Div., 3d. Div., 4th. Div. and 5th. div.

b The 7th. grade pupils shall be known as 1st. div., the 6th. grade 2d. and 3d., and the 4th. grade 5th. and 6th. respectively.

SECTION 2. Officers.

a The officers of the school society shall be the same officers for the school government with the addition of a judge.

b The judge shall be appointed by the supervising teacher; and any of the intermediate teachers is entitled to this appointment.

c The officers shall be divided into two branches, executive and judicial.

d The officers of the society shall constitute the executive branch and the judge alone the judicial branch.

e The judge is empowered to have a clerk at his own choice.

f The Board of Directors of the society shall be the School council.

SECTION 3. Sessions.

a The regular meetings of the Board of Directors of the Society shall be at the same time the sessions of the School Council.

b The Judge shall hold daily sessions and as often as occasion may demand; but the regular sessions shall be at recesses.

SECTION 4. Police Force.

The School Council shall, (a) establish a police

force composed of eleven persons including a corporal.—
(b) assign five policemen every day 1 in the school 2 in front and 2 at the back, who shall keep order in and around the school.—(c) regulate the services of policemen.

SECTION 5. Offenses and Penalties

A STUDENT SHALL PAY FINE OF,—

a. TWO centavos or suffer imprisonment of 15 mi. upon commission of any of the following:—1. spitting in the room,—2. writing on the walls,—3. running in the rooms,—4. throwing papers on the floors,—and,—5. if books are not covered.

b. FIVE centavos or 30 mi. imprisonment;—1. fighting in the rooms and school grounds,—2. writing on the books,—3. unnecessary or bad talking and writing,—4. talking or writing other than the English Language,—5. hiding everything or any other property found in the school.

c. TEN centavos or 50 mi. imprisonment;—1. for each day's absence without any considerable or excusable reason,—2. in case of resistance to policemen.

d. Stealing, using knives in fighting, resistance to officers, when these enforce the laws, is one of the most severest crimes.

e. Penalties for crimes that are not specified or prescribed in both the CONSTITUTION and this CODE shall be decided by the principal of the school.

f. Students are urged to be polite each other specially young men to young ladies and vice-versa.

The code and the constitution are faithfully obeyed; impartiality is seemed to be preserved in the heart of all the members. The president presents himself for imprisonment when heard by a policeman talking Pampango. Some members have been fined for three or four numbers found written on their books, and some for expressing only a single Pampango word.

The school Gov't has been a great help in the discipline of the school and also in the attendance.

In two weeks most of the members have improved their English. The books are always clean and covered.

MANUEL D. BUENAVENTURA,
Ap., Pampanga

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Manila, P. I.

LIST OF PROMOTIONS IN THE EXAMINATIONS HELD OCT. 21, 22, 23, FOR THE COMPLETION OF THE FIRST SEMESTER OF THE SCHOOL TERM 1903-1909.

MEISTO PRIMARY SCHOOL

From Fourth Grade A to Fifth Grade.

Ursula Leaso, Purificacion Lirag, Natalia Garing, Nieves Santos, Amparo Marfori, Soledad Garcia, Guillermo Angeles, Eduardo Alejandria, Pedro Batongbacal, Felix Cuicia, Antonio Cruz, Valente Cristobal, Patricio Domingo, Silverio Enriquez, Vicente Garcia, Catalino Gatchalian, Francisco Gamir, Perfecto Jose, Ildefonso Josen, Jose Millan, Venancio Pangulayan-Sulpicio Ramirez, Jose Ramones, Roman Salazar, Angel Tronqued, Manucl Bonilla, Cenon Alcantara, Gelacio Raymundo, Estanislao Angeles.

From Fourth Grade B to Fourth Grade A

Pelagio Santiago . . .	78	Isabelo Lim . . .	91 1/2
Crispin Alcantara . . .	80	Andres Lorenzo . . .	86
Leonarda Bautista . . .	81	Silverio Lumbang . . .	76 1/2
Felicidad Dacomus . . .	79	Ricardo Manalili . . .	79
Teodora Pantanilla . . .	77	Miguel Morelos . . .	81 1/2
Juliana Perez . . .	75	Guillermo Manlapit . . .	92 1/2
Felisa Santos . . .	75	Melquiades Pujeda . . .	85
Concepcion Velasco . . .	77	Feliciano Piraro . . .	76 1/2
Placida Estrella . . .	76	Leandro Victoria . . .	83 1/3
Concepcion Garcia . . .	80	Vicente Yosen . . .	84
Aurelia Mendez . . .	83	Isaias Ancheta . . .	77
Gonzalo Bundoc . . .	78 1/2	Victor de Asis . . .	79
Teodulfo Cabansag . . .	83	Emiliano Arboleda . . .	75
Julian Esteban . . .	93	Andres Bolinao . . .	87
Donato Edralin . . .	83	Lorenzo Barrientos . . .	83
Francisco Gonzalez . . .	76 1/2	Aniceto Capellan . . .	75 1/8
Estanislao Gonzalez . . .	76 1/2	Jacinto Damian . . .	80
Rufino Guerrero . . .	80 1/2	Gonzalo Fernandez . . .	85
Esteban Gosiaco . . .	86 1/2	Felix Fernandez . . .	8
Gregorio Jimenez . . .	88	Lucio Martin . . .	77
Benito Gatchalian . . .	84	Rogelio Mariano . . .	77
Marcelino Gutierrez . . .	86	Jose Morelos . . .	82
Vicente Galendes . . .	79	Alvaro Mendoza . . .	77
Pedro Hermoso . . .	89	Marciano Nuguid . . .	88
Raymundo Javier . . .	86	Maximo Orivello . . .	81
Rufino Ladao . . .	76	Emiliano Ongaco . . .	85
Lucio Liuag . . .	81	Francisco Salazar . . .	89
Buenaventura Medina . . .	81	Francisco Valenzuela . . .	88
Hermilio Morelos . . .	80	Amando Velilla . . .	75
Donato Mariano . . .	77	Pedro Villegas . . .	83
Florencio Morales . . .	78	Venancio Zafra . . .	82

From Third Grade A to Fourth Grade B.

Paz Limuco . . .	75 1/2	Brigida Buntian . . .	76
Potenciana Lorenzo . . .	86 1/2	Sofronia Cantiller . . .	88 1/2
Paz Mallari . . .	75	Damasa Capulong . . .	80
Modesta Marcaida . . .	80 1/2	Juliana de la Cruz . . .	90
Mercedes Martin . . .	79	Trinidad de la Cruz . . .	78 1/2
Irene Martinez . . .	81 1/2	Illuminada Gonzaga . . .	88
Paz Nepomuceno . . .	82	Rosa Herrera . . .	76 1/2
Eufonia Obispo . . .	76	Paz Joaquin . . .	75
Ines Pascual . . .	82	Adela Lim . . .	87
Macaria Ricafort . . .	90	Prudencio Bautista . . .	75
Rufina Tagle . . .	83	Valentin Cordero . . .	80
Leonila Tenorio . . .	75	Galo Cruz . . .	80
Fortunata Tiangco . . .	76	Alejandro Chaves . . .	81
Soledad Villanueva . . .	78	Teodorico Difo . . .	75
Primitiva Ablaza . . .	86	Ciriaco Fernandez . . .	77
Constancia Ablaza . . .	84	Olimpio Gonzalez . . .	88
Adela de Belen . . .	80	Felix Hernandez . . .	80
Remedios Bonoan . . .	80	Feliciano Jurado . . .	75
Anacleto Bugarin . . .	75	Felicesimo Lopez . . .	80
Pedro Lim . . .	76	Trinitario Evangelista . . .	75
Lucas Managuelod . . .	77	Francisco Franco . . .	76
Jose Moreno . . .	88	Perfecto Feliciano . . .	77 1/2
Andres Manlapit . . .	86	Isabelo Francisco . . .	77
Nicanor Nuevas . . .	87	Pio Fajardo . . .	86 1/2
Juan Punsalan . . .	75	Calixto Garcia . . .	92
Victoriano Parayao . . .	77	Arsenio Hernandez . . .	82 1/2